

## BEFORE reading story...

- Read **title, author, and illustrator**
- **Ask child to predict:** “What do you think this book is about?”
- **Preview the story:** “This story is about...”
- **Explain new words**
- **Share a personal experience story**
- **Give a reason to listen:** “This character has a problem...”

## DURING reading story...

- **Point to a picture or important word**
- **Ask child to predict:** “What do you think will happen next?”
- **Ask questions** about important points
- **Answer children’s questions**

## AFTER reading story...

- **Ask guided story questions**
- **Use sentence completion** from sentences in the story
- **Share personal experiences** related to the story: “That happened to me one time...”
- **Let children retell the story**

## Story Retell Suggestions

**Allow children to retell stories on their own,** without prompts or cues, once in a while.

Follow these directions to help children retell a story.

### BEFORE reading book, say:

“I’m going to read you a story, \_\_\_\_\_ (say title of story). Listen carefully since you will retell the story after I read it.”

### AFTER you read book, say:

“I just read the story \_\_\_\_\_ (say title of book). Please retell the story\* and pretend I have never heard it before.”

\*Use beginning story prompts only if needed: “Once there was..” or “One day...”

## Other Story Retell Suggestions

- Ask children to **retell a personal experience or event:** “What happened to your arm?”
- Let children **use props** (puppets, dress-up clothes, pictures, etc.) to retell stories
- Ask children to **retell a story to other friends or adults**
- Let children tell you a story about a **picture they drew**

## Awareness of Words

- **Use sentence completion:**  
Leave off the last word at the end of the sentence: “What do you \_\_\_\_\_ (see)?”
- **Describe rhyming words** in stories:  
“Listen: ‘cat’ and ‘hat’ rhyme.”
- **Point to important words** in the story:  
Name of a character, a long word, or repetitive words or phrases

## Awareness of Parts of Words

- **Say words slowly and clap** for each part of a word:  
“Jen ni fer,” “play ground,” “Hap py birth day to you”
- **Use word completion:**  
Leave off the last part of a word in a sentence: wa\_\_\_\_(ter)

## Awareness of Sounds in Words

- **Say the wrong sound** and let children correct you:  
“Jack and Jill went up the **bill**.”
- **Stretch out sounds** in words when reading books:  
“m-m-moon” or “s-s-sink”
- **Use alliteration** by saying many words in the same sentence with the same beginning sound:  
“Six slick snakes slid up the slide.”
- **Compare beginning and ending sounds** in words:  
“Mouse” begins with m-m-m-m and ends with s-s-s-s.”
- **Use children’s names** to play with sounds:  
Name Game song or say: “If your name begins with m-m-m...”